M4C

Measurement for Change

Slide Deck 3:

Fit for Purpose
# Selecting Appropriate Measures

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This slide deck is intended to guide the completion of your M&E framework to achieve the right balance between detail and focus such that the information you collect both

Adequately informs your decision making

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Is feasible to collect systematically and rigorously

Remember that the selection of Indicators and Tools is guided by clarity at 4 levels of specificity
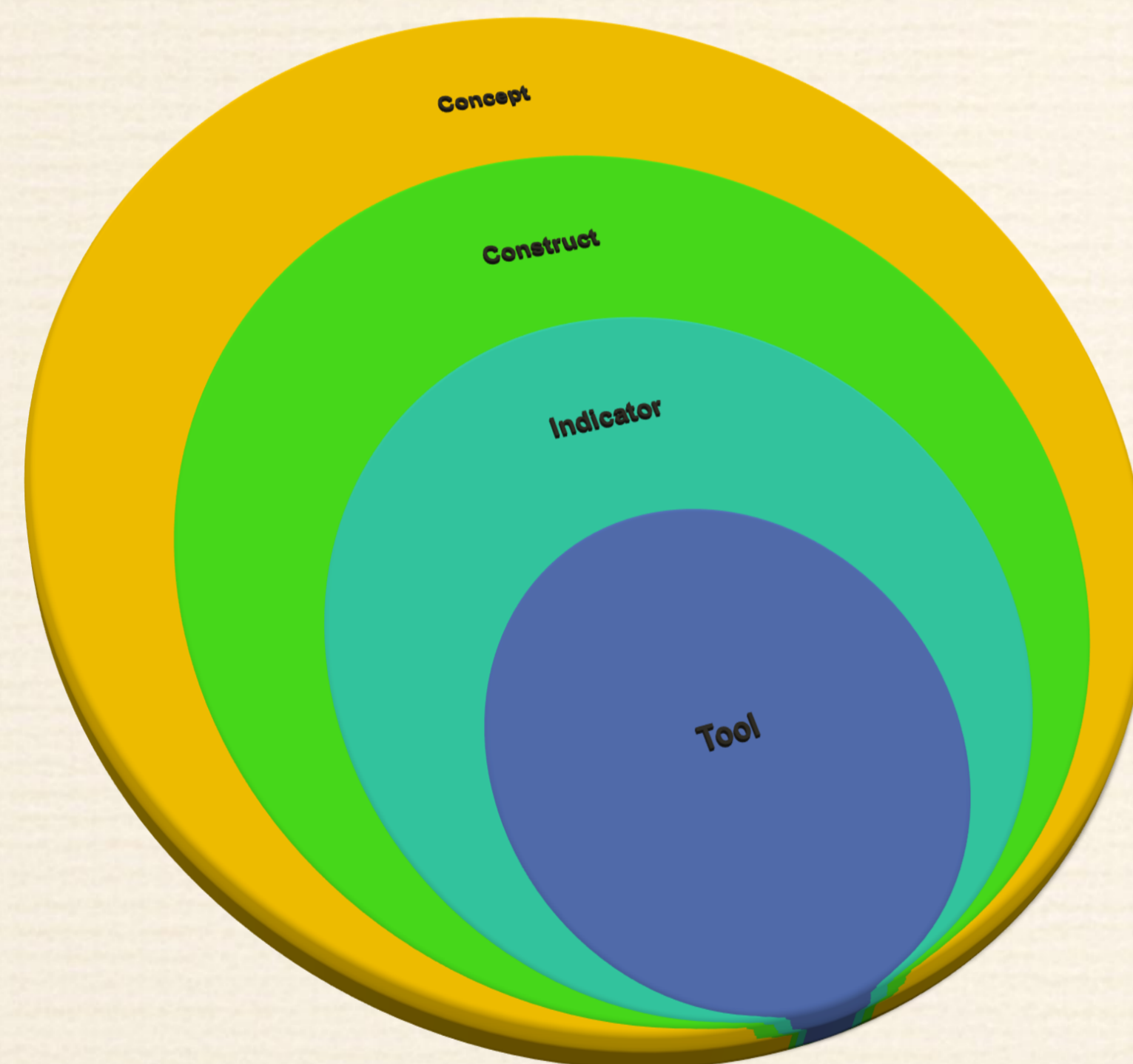
1. **Concepts** of interest:
   e.g. Child Outcomes

2. Component **Constructs** :
   e.g. Social Development

3. **Indicators**:
   e.g. Self control

   and finally
4. The **TOOL**s you will use to measure your indicators
   e.g. Crying Test

As you complete your M&E Framework reflect on the following

1. Sourcing the tools

2. Reliability & Validity

3. User friendliness

1. Sourcing the tools

Sourcing your measures

- Is there something you have used before ?

- Somebody else has used before ? (*Saving Brains have developed a Bibliography of Tests used in previous funding rounds*)

- Or DO you need to design something to fill gap/meet a specific need ?

1.1 What kind of information do you want ?

- Will the data tell you what you **actually** want to know?

- How are you going **to interpret** the information the tests give to answer your questions?

- How are you going **to use the information** to guide recommendations for

  - Individual children, parents service providers?

  - Groups of children, parents or service providers?

1.2 What indicators/tools could represent the concepts/constructs of interest?

- What behaviours represent the underlying concepts of interest, have you covered them ?

- Are there indicators and tools (test/questionnaires) that are purported to measure these behaviours?

- Have they been used in your population before?

- Will you need to have time to adapt them, or develop new methods?

- Does it require permission from the owner to use it?

- How long will that take to get permission, and will they let you use it how you want to?

- Does the owner of the tool have any restrictions on how you can adapt it, use the data and data set from the study in future?

- Does the owner of the tool require engagement during adaptation process and how long will this take?

- **Some tools, like ASQ, require heavy engagement with the owners on local adaptation which might not be possible given short timeline of some projects.**

1.4 Harvest Data from Your Project Management Documents

❖ It is not all about importing additional tools

❖ Data collected from meeting reports and attendance registers is also a very valuable source of information.

1.5 Remember
Its not just about the numbers

❖ Narratives taken from discussions and photographs help explain and understand what is happening and the numbers you collect.

2. Reliability & Validity

2.1 What is the evidence base for the reliability and validity of the tools and tests identified?

Research articles that used the test before may include reliability and validity data. BUT such data from other places and or at a time point sufficiently different to your own cannot be relied upon to provide information necessarily relevant to your time and place.

(See slide Deck 5 for more details.)

2.2 Reliability and Validity Check

Check the validity and reliability of tests and instruments **within the cultural and linguistic context of your study population**.

- Check the date of this information (populations change)

- What's the evidence that they really measure what they claim to measure?

- Do they measure consistently over time, and after repeated use?

- Will you need to check the reliability of your methods in your context?

3. User friendliness

3.1 Are tools/tests user-friendly ?

❖ Are the language and pictures of the test accessible to your population?

❖ Is the way the tool will be administered in keeping with the way in which the local population are comfortable with to being address?

❖ Is the purpose of the assessment clear and meaningful to all?

For extra details read the report prepared for Saving Brains: "Test Contextualization" Jan 2014

3.2 Have you got the resources to administer the measures?

❖ Are personnel (people with the right level of skills and experience to test children/administer questionnaires) readily available?

❖ How much supervision will be needed to ensure consistency and quality in your assessment procedures?

Do you have available the correct

❖ Supportive Materials/Environment ?

❖ Technology and expertise for
   ❑ Entering ?
   ❑ Analyzing ? &
   ❑ Interpreting results ?

3.3 Time to Learn -A key question is

- What is the experience/training of the team available to administer the instrument - do they have the time to learn it properly, and to work on ongoing inter rater standardization?

- You must expect variability between assessors, even if they are highly experienced or well trained.

- It is important to work with the team to overcome this, by having regular discussions amongst the group.

- You can pay attention to how you randomize the allocation of participants to avoiding bias in results.

3.4 Can you afford to use it?

- What are the financial/time costs of

    - Purchasing sufficient copies ?

    - Translation ?

    - Training ?

- Do you have sufficient resources and time to prepare the test

- Use the test?

- Analyse the data?

3.5 Is there enough time in your assessment schedule to administer the test?

- What is the average amount of time required per child/ respondent?

- And the maximum time required?

- How often will it need to be administered to adequately measure change?

- How long will it take to process the data (transcriptions, cleaning)?

In Summary

Will the tool or method you selected really help you answer your question effectively?

Or is there a

- Simpler

- Cheaper

- More informative

- More interpretable

Approach ?

❖ Now , go back and start again from question1.....

❖ To make sure you are satisfied with your choices...can you answer all the questions satisfactorily?

Contributors:

1. _____

2. _____

3. _____

Thank You